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ABSTRACT

In this California state curriculum model for kindergarten, "Learning and Working Now and Long Ago," students study the life, work, and philosophy of Cesar Chavez. The students learn that being a good citizen involves acting in certain ways. They have the opportunity to learn about the work people do to grow food, to harvest the crops, and to transport the food to locations where it can be sold. Kindergarten students learn about Cesar Chavez, the man for whom California named a state holiday. The curriculum presents a history/social science framework; provides an overview and context of Cesar Chavez; addresses history/social science state standards; notes materials needed; sets a context; poses a focus question; cites expected learning outcomes; discusses assessment; lists key concepts; suggests an essential vocabulary, primary sources, and visuals; and provides a detailed step-by-step procedure for implementing each of the five lessons. The lessons are: (1) "Cesar E. Chavez: An American Hero"; (2) "Cesar E. Chavez and His Family"; (3) "Cesar E. Chavez and the Community"; (4) "Cesar E. Chavez Making Change"; and (5) "The Memory of Cesar E. Chavez." A biography and photographs of Cesar Chavez are included. (BT)

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California Department of Education

César Chavéz

Kindergarten Model Curriculum and Resources

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http://chavez.scientech.com/Teachers/Lessons_K-3.htm#Kindergarten

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César Chávez

Kindergarten Model Curriculum and Resources

Kindergarten: Learning and Working Now and Long Ago

Kindergarten students studying the life, work, and philosophy of César E. Chávez will learn that being a good citizen involves acting in certain ways, and that the personal qualities that Chávez possessed reflect good civic behavior. They will also have the opportunity to learn about the work that people must do to grow food, to harvest the crops, and to transport the food to locations for people to buy. Kindergarten students will learn about César E. Chávez, the man for which California named a holiday.

Kindergarten: History-Social Science Framework

Students in kindergarten begin their formal education by learning to understand the character traits that are necessary for good civic behavior. They will listen to stories of times past and about men and women who have made a difference. They will learn how it might have been to live in other times and places and how their lives would have been different. They will observe different ways people lived in earlier days; for example, getting water from a well or growing their food. *(Pp. 27-29)*

Kindergarten: History-Social Science Standards

Standard K.1 Students understand that being a good citizen involves acting in certain ways.
K.1.2 Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.

Standard K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the community, and from historical accounts.

Standard K.6 Students understand that history relates to events, people, and places of other times.
K.6.1 Identify the purpose of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day,

Labor Day, Columbus Day, Veterans Day).
K.6.3 Understand how people lived in earlier times and how their lives would be different today (e.g., water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).

Lesson 1 **César E. Chávez: An American Hero**

Students will be able to identify a photograph or portrait of César E. Chávez and orally state one reason why he is an American hero.

Lesson 2 **César E. Chávez and His Family**

Students will be able to state what César E. Chávez learned from his mother, father and grandmother.

Lesson 3 **César E. Chávez and the Community**

Students will be able to describe and model good citizenship. Students will be able to state why César E. Chávez was a good citizen.

Lesson 4 **César E. Chávez Making Change**

Students will be able to explain how César E. Chávez helped farm workers? Students will be able to explain how the life of a farm worker changed because of Chávez's work. Students will be able to show how nonviolent action can lead to a peaceful resolution.

Lesson 5 **The Memory of César E. Chávez**

Students will plan and complete a service learning project.

Lesson Title:
César E. Chávez: An American Hero

Grade Level:
Kindergarten, Lesson 1

Unit of Study:
Working Together: Exploring, Creating, and Communicating

History-Social Science Standard:
K.1.2 Students learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.

K.6 Students understand that history relates to events, people, and places of other times.

Correlation to K-8 California Adopted Textbooks:
Harcourt Brace: *My World and Me.* Unit 3: I Know Who Takes Care of Me. Lesson 7.

McGraw-Hill: *Here I Am.* Unit 1,3, 4, and 5.

Materials
A book such as *Farmer Duck* by Martin Waddell (Candlewick Press, Cambridge, MA) that describes how working individually is less effective in solving problems than working as a team.

Chart paper and marker pens or chalk board

Photographs or pictures of César Chávez and recognizable heroes from American and world history.

Setting the Context:
As a boy growing up in Arizona and California, César Estrada Chávez knew the difficult life of a migrant farm worker. Most of the families, like his own grandfather, were immigrants from Mexico and Central America. They had to move frequently to be where the crops were when they were ready for harvest. The farm owners housed them in miserable migrant camps, paid very low wages, and treated them unfairly.

Chávez devoted his life to improving the conditions of the farm workers, the poor, and the disenfranchised. He formed a union, the United Farm Workers of America (UFW). In 1968, he led a nationwide boycott against California grape owners, urging people not to buy grapes as a protest against unfair treatment of workers. Chávez also led strikes and peaceful marches to demand laws to protect the farm workers. His nonviolent methods and skill at organizing captured nationwide attention. The grape growers finally agreed to settle with the union and growers of other crops slowly followed. Through 30 years of dedicated work, César E. Chávez helped to improve wages and living conditions for farm workers and fought for the civil rights of citizens everywhere.

Focus Question:
Why is César E. Chávez an American hero?

Expected Learning Outcomes:
Students will be able to identify a photograph or portrait of César E. Chávez and orally state one reason why he is an American hero.

Assessment:
- Point to a photograph or portrait of César E. Chávez and say his name
- Orally state one reason he is famous today

Key Concepts:
- Interdependence
- Learning to Work Together

Essential Vocabulary:
farm worker
César E. Chávez

Primary Sources:
Photographs available in attached César E. Chávez K-3 Biography

Visuals:
pictures, photographs, artwork

Procedure

Motivation:
Conduct a Shared Reading from a book such as the story *Farmer Duck* by Martin Waddell (Candlewick Press, Cambridge, MA). Lead a class discussion to include such points as: Does the duck have a problem? What is the problem? Is it fair that the duck does all the work on the farm while the farmer stays in bed? How did the problem get solved? Do you think the animals responded in an acceptable way? Were there other possible solutions that the animals could have tried? What might have happened to the duck if the other farm animals did not get involved? How does the duck feel at the end of the story?

Making Connections:
Ask students to share problems that they have had. How did they solve their problems? Did anyone help them? Did the students think about other ways they might solve their problem? Do they still think that they responded to the problem in an acceptable way?

Discuss how it is often easier to solve problems when others become involved and help.

Discuss why it is important to think about several possible solutions to a problem rather than just doing the first thing they think can solve the problem.

Vocabulary Activities:

Throughout the reading of the K-2 Biography on César E. Chávez, introduce and reinforce the terms necessary for comprehension. The concept of "farm worker" in the context of migrant farm labor can be reinforced through the use of the photos in the biography. César E. Chávez is shown numerous times in the biography.

Guided Instruction:

1) Copy the K-2 Biography of César E. Chávez (see attached) or conduct a shared reading of the biography electronically at [http://chavez.scientech.com/Teachers/Lessons/Resources/Biographies/K-2_Bio.htm]. Conduct a discussion before, during, and after the reading to increase student comprehension.
2) Discuss what the farm workers problems were? Who could have solved some of these problems? How could these problems have been solved? Why do you think that these problems were not solved earlier? What did César E. Chávez do to help solve the problem?
3) Have students name a person they think is a hero. List or chart the names students provide.
4) Have students pick a name and describe why they think that person was a hero.
5) Ask students if there is a difference between a celebrity and a hero. Have students list the qualities of a celebrity and the qualities of a hero. Help students place their responses under the word celebrity or the word hero.
6) Help students understand that a celebrity is a person that a lot of people know. People know celebrities for many reasons; maybe they are seen on television, or in movies, or they play sports.
7) Help students understand that a hero is a person that usually does something for other people to help them improve their lives. Many times heroes have to sacrifice their time with their family or money. Sometimes they even sacrifice their lives to do the work they do or to provide help to others.
8) Show students photographs or pictures of well-known men and women from history and current times and have them classify the people in the photographs as either celebrities or heroes.
9) End the set of photographs with a picture of César E. Chávez. (Hopefully students will classify Chávez a hero.) Ask students why they think many people consider César E. Chávez a hero today?

Integrating Language:

- Shared reading
- Discussion
- Listening center option
- Vocabulary development

Enrichment:

- Invite a farm worker to speak to the class.
- Listen to interviews of people who worked with Chávez.- audio/video in CDE Web site at http://chavez.scientech.com/Teachers/Lessons/Resources/Audio/De%20Colores_8m_J1.mp3

- Have students create a class picture book illustrating the good works of César E. Chávez.
- Make a class mural depicting the life and work of César E. Chávez.

Lesson Title:
César E. Chávez and His Family

Grade Level:
Kindergarten, Lesson 2

Unit of Study:
Reaching Out to Times Past

History-Social Science Standard:
K.6 Students understand that history relates to events, people, and places of other times.

K.6.3 Understand how people lived in earlier times and how their lives would be different today. (Examples: water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).

Correlation to K-8 California Adopted Textbooks:
(Harcourt Brace): *My World and Me.* Unit 3: I Know Who Takes Care of Me. Lesson 6, Lesson 7.

McGraw-Hill: *Here I am.* Unit 2: Meeting Families.

Setting the Context:
As a child, César E. Chávez toiled diligently in the fields alongside his family, working under grim conditions. He learned at an early age that farm workers faced many injustices. Through his own bitter experience and lessons he learned from his family and friends, César set out to improve the lives of farm workers, the poor, and the disenfranchised.

When César was a young boy, his father was unable to make payments on a bank loan and the family was forced to sell their store and move into César's grandparents' old adobe home. He always remembered the time on his grandmother's farm as a secure and happy time. Surrounded by a large, loving family, César's personal values, morals, and beliefs were molded. His grandmother, mother, and father each impacted his personality and character. Later, when the family was forced to join the thousands of other men, women, and children who traveled throughout California looking for farm work, he experienced injustices first hand. The personal qualities that César E. Chávez had developed while growing up would lead him to fight for social and economic justice.

Focus Question:
What influence did César's family have on his personal beliefs?

Expected Learning Outcomes:
Students will be able to state what César E. Chávez learned from his mother, father, and grandmother.

Assessment:
State what César E. Chávez learned from his mother, father, and grandmother.
Through observation while making class chart, students compare what they learn from their own families with what César E. Chávez learned from his.

Key Concepts:
interdependence
learning

Essential Vocabulary:
advice
proverb

Primary Sources:
photographs, quotes

Visuals:
photographs, graphic organizer

Procedure

Motivation:
Show students photograph from biography of César as a young boy. Remind students that even before children start school, they learn from their families. Parents and family members are a child's most important teachers. César E. Chávez learned many important ideas from his family. The ideas he learned made him the kind of person that would grow up to help others.

Making Connections:
Ask students to think about what they have learned from their families. Encourage students to think about behavior they have learned. Share ideas that you may have learned from your parents. List the class responses on a chart entitled "Lessons We Have Learned at Home." In the next lesson, students will learn about César E. Chávez' family and about the important lessons he learned at home.

Vocabulary Activities:
Conduct a role-play with students by telling them that you have a problem. For example, tell the students that you have trouble finding your keys. You spend lots of time looking for them and this sometimes makes you feel nervous and even makes you late for important events. Ask students if they have *advice* for you. Can they give you ideas to help you solve the problem? Listen to responses and answer, "Thank you for that advice" each time a child responds. At the end of the role-play, introduce the term *advice* and define it for the children.

Introduce the word *proverb* to the students. Tell the students that a proverb is a common saying that gives advice. Put a few proverbs on sentence strips with illustrations and discuss their meanings with the class: 1) Don't judge a book by its cover, 2) Don't cry over spilled milk,

3) Birds of a feather flock together, 4) A stitch in time, saves nine, 5) A penny saved is a penny earned.

Guided Instruction:

Show students a photograph of Mama Tella's adobe farmhouse. Provide the following input to students: When César was a little boy, his family had some trouble paying bills so they went to live on his grandmother's farm. He called his grandmother 'Mama Tella.' He always remembered the time on his grandmother's farm as a happy time. He had a big family. He learned many things from his family. The most important people in his life were his mother, his father, and his grandmother. They taught him many things.

Faith and Prayer

His grandmother taught him about religion. César prayed with her every night and listened to her tell stories from the Bible.

Hard work and Fight for Justice

His father taught him to work hard. As a young boy, César had work to do on the family farm. He had to collect eggs for meals and he had to help feed the animals. César's father taught him the importance of fighting for justice. The Chávez family was always one of the first families to walk out of the fields when they felt they were being treated unfairly by the field bosses or the growers.

Nonviolence, Compassion, and Charity

César's mother could not read or write, but she always told stories to her four children. The stories always taught lessons. She also taught César certain sayings and proverbs (*consejos* and *dichos*). Her lessons taught him about nonviolence. She taught him: "What you do to others, others will do to you," "He who holds the cow being killed sins as much as he who kills her." César's mother did not want any of her children to strike back at anyone who teased them. "It's best to turn the other check," she would say. "God gave you senses, like your eyes and mind and tongue, so that you can get out of anything." César said her favorite was "It takes two to fight and one can't do it alone." Many of her stories were about obedience and honesty.

She also taught César to help others. César and his sister Rita would take people to the hospital to see a doctor. César and his younger brother Richard were told by his mother to go out and find homeless migrants and bring them to the family tent to so she could cook them a hot meal. César's mother made the children share everything they had with each other.

1) Discuss the importance of family and the lessons they teach us. Ask students to share one thing that have learned from their family or from a person they respect. Make a list on the board and have students discuss how they might demonstrate what they have learned.
2) Paraphrase the proverbs from César's mother and add them to the proverbs already discussed.

Integrating Language:

Review the main lessons learned from César's grandmother, father, and mother by having students orally repeat each idea. As students repeat each sentence, teach them a motion to go with it.

"Mama Tella taught César about religion. She read from the Bible" (hold hands open like a book).

"César's father taught him to work hard (wipe forehead) and to help others" (extend open hands out to neighbor).

"César's mother taught him about nonviolence" (hands on hips)

Enrichment:
Conduct a project that includes the family. Ask students to learn a family saying, story, or proverb that teaches a lesson. Chart responses and display with a family photo.

Lesson Title:
César E. Chávez and the Community

Grade Level:
Kindergarten, Lesson 3

Unit of Study:
Working Together: Exploring, Creating, and Communicating

History-Social Science Standard:
K.1 Students understand that being a good citizen involves acting in certain ways.

K.1.2 Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.

K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the community and from historical accounts.

K.6 Students understand that history relates to events, people, and places of other times

K.6.3 Understand how people lived in earlier times and how their lives would be different today (e.g., water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).

Correlation to K-8 California Adopted Textbooks:
Harcourt Brace *My World and Me*. Unit 1: I Know Who I Am. Lesson 1,5, 6. Unit 3: I Know Who Takes Care of Me. Unit 4: I Know Where I Am. Lesson 2. Unit 5: I Know About Changes. Lesson 5. Unit 6: I Know About People Far Away. Lesson 1.

McGraw-Hill: *Here I Am*. Unit 1: Starting School. Unit 2: Meeting Families. Unit 4: Let's Explore.

Materials
Children's literature books previously read in class.
Yarn or string
Chart paper and markers
Drawing paper and crayons

Setting the Context:
César E. Chávez devoted his life to helping others. He was the epitome of a good citizen. As children learn what it means to be a good citizen, it is important to look at individuals such as César E. Chávez, his work, and his actions in the community. As a community leader, he formed an organization of farm workers. He devoted his life to improving conditions of farm workers, the poor, and the disenfranchised.

Focus Questions:
What is a good citizen?
What made César E. Chávez a good citizen?

Expected Learning Outcomes:
Students will be able to describe and model good citizenship.
Students will be able to state why César E. Chávez was a good citizen.

Assessment:
Students will draw a picture depicting good citizenship and orally describe what the picture shows.
Students will be able to state why César E. Chávez was a good citizen.

Key Concepts:
interdependence
cooperation/working together
nonviolence

Essential Vocabulary:
citizen
Depression
union
nonviolence
boycott
strike

Visuals:
Photographs, charts, graphic organizers

Procedure

Motivation:
Introduce the term "citizen." Tell students that they are all citizens of the classroom. Good citizens of the classroom work hard, show respect to others, participate in class, follow the rules, and help others. This is a good time to review classroom rules and discuss why they exist.

Making Connections:
Collect books that have already been read to students that pertain to citizenship, sharing, kindness, etc. *The Rainbow Fish* books by Marcus Pfister (North-South Books, New York) are examples of books that work well with this topic. Hold up each book and quickly review the story. Have students decide whether the character(s) was/were good citizens. Use two large circles of yarn to make a Venn diagram on the floor. Label one side "Good Citizens" and the other side "Not so good Citizens." The overlapping portion could be for books that show both characteristics or for books in which the characters change.

Vocabulary Activities:
Write the words "Good Citizen" in the center of a large chart paper. Make a concept web by asking the students to say what they think of when they hear those words. Record thoughts and draw sketches for each idea. Add to the web throughout the lesson.

Pre-teach the vocabulary terms: citizen, depression, union, nonviolence, boycott, and strike. Create a word wall chart (a word wall chart is another name for a list of vocabulary words that teachers and students can reference during the course of a lesson or during the week). Read the K-2 Biography with students. Stop at each point where a newly taught vocabulary word appears and have students point and say the word. Remind students what the vocabulary word means after they point to and say the word. Continue reading the biography, but spend more time when you reach the term "union." Discuss that a union is a group of workers who join together to seek better pay and better treatment. Discuss other unions that exist in the local area.

Guided Instruction:
Using the word web created earlier and the examples of good citizenship discussed from previously read literature, engage students in a discussion about what it means to be a good citizen in the community/neighborhood. Invite students to role-play what they might do in the following scenarios:

1) Your friend falls down on the sidewalk and has a scrape.
2) Your sister is late for school and needs help getting ready.
3) You are at the park with your friend and you notice trash all over the ground.
4) A new girl moved in next door and she has no friends with whom to play.
5) Your dog is whining because he's sad and lonely.

Reinforce the concepts of good citizenship. Add ideas to the concept web.

Model a drawing of what a good citizen does and record your idea below your picture. Then ask students to draw a picture of an example of good citizenship. Take a dictation or have students write what their picture shows. You may want to give the sentence frame, "A good citizen _____". Display pictures around the room to remind students to be good citizens.

Ask students to think about César E. Chávez. How was he a good citizen? Re-read the K-2 Biography (see biography). Discuss that César was a caring community member. At an early age, he learned the importance of helping people from his mother. As a teenager, he joined the United States Navy to serve and protect United States. He saw that farm workers had problems and he decided to help solve the problems. He became a union leader. He started a group that would work to protect and help farm workers. He formed this organization by talking to people first in houses and then later at big meetings. He knew that when people work together, they help make working conditions better.

Make copies of a picture of the young César and the older César (see biography) and post it on a large chart next to the concept web created earlier. Ask students to think of all the ways César E. Chávez was a good citizen. Record the students' ideas around the picture.

Integrating Language:
Listening
Role-play
Shared reading
Guided writing

Enrichment:
Discuss what students could do in school to show they are good citizens.

Ask students to identify or name people in their community who they think are good citizens.

Invite a guest speaker such as community worker, a fireman, a policeman or woman, a crossing guard, a Red Cross volunteer, or someone who provide service to the community.

Lesson Title:
César E. Chávez Marching for Change

Grade Level:
Kindergarten, Lesson 4

Unit of Study:
Reaching Out to Times Past

History Social Science Standard:
K.1.2 Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.

K.6 Students understand that history relates to events, people, and places of other times.

K.6.3 Understand how people lived in earlier times and how their lives would be different today (e.g., water from a well, growing food, making clothes, having fun, forming organizations, living by rules and laws).

Correlation to K-8 California Adopted Textbooks:
Harcourt Brace: *My World and Me.* Unit 3: I know Who Takes Care of Me. Lesson Introduction: Lesson 6. Unit 4: I Know Where I Am. Lessons 3 and 6. Unit 5: I know About Changes. Lesson 5.

McGraw-Hill: *Here I Am.* Unit 1: Starting School. Unit 2: Meeting Families. Unit 4: Let's Explore.

Setting the Context:
Through his nonviolent work, César E. Chávez was able to create change to better the lives of farm workers. He believed that justice was possible if people were informed of the truth. César started a farm workers union and brought public awareness and attention to the struggle of farm workers. He successfully led peaceful marches to demand laws to protect farm workers and to protest against unfair treatment of workers. Chávez also led strikes and boycotts. His nonviolent methods captured nationwide attention. His life's work improved wages and living conditions for farm workers and bettered the lives of people throughout the United States.

Focus Question:
What did César E. Chávez do to better the lives of farm workers?

Expected Learning Outcomes:
Students will be able to explain how César E. Chávez helped farm workers?
Students will be able to explain how the life of a farm worker changed as a result of Chávez's work.
Students will be able to show how nonviolent action can lead to a peaceful resolution

Assessment:
Students will cut out pictures and make a poster to explain how the life of a farm worker changed as a result of Chávez's work.
Students will role-play ending a schoolyard incident using nonviolent methods.

Key Concepts:
interdependence
cooperation/working together, learning, working

Essential Vocabulary:
nonviolent

Primary Sources:
photographs

Visuals:
Photographs

Procedure

Motivation:
Show students a picture of a farm worker using the short-handled hoe (see attached photograph). Ask students to imagine what it would be like to work in that position all day long. Explain to students that the short-handled hoe was one of the unfair conditions that César E. Chávez wanted to change forever. He worked hard. A law was finally made that said the short-handled hoe was no longer to be used. This is one example of how Chávez helped to create change and improve working conditions for farm workers.

Have students simulate farm worker movements in class by bending over, walking, and trying to pick something up off of the classroom floor for just a few minutes. Have students move through the isles from one end of the room to another. After the short simulation, have students explain how they felt.

Making Connections:
Remind students about Martin Luther King, Jr., another American hero who helped change the laws to make life better for African Americans and other people. The holiday in January is to honor this man. He, like César E. Chávez, believed in the power of nonviolence. We honor the life and work of César E. Chávez in March.

Vocabulary Activities:
Have students role-play nonviolent responses to problems by discussing conflicts that may occur during the day of a child. Use examples like the following scenarios to discuss the possible responses. Then role-play a nonviolent response.

1) A classmate grabs a ball away from you at recess.
2) Your brother turns the television off when you are watching it.
3) Someone breaks your pencil on purpose.

Discuss the term *nonviolent*. Ask students to share what they think it means. Remind students that using nonviolence to solve problems means that nobody gets hurt. César E. Chávez knew that farm workers were treated unfairly. He fought back in nonviolent ways. Through peaceful protests, he was able to change unfair treatment for farm workers.

Guided Instruction:
Visit the K-2 Biography (see attached) and discuss how César helped to make the world a better place by organizing and working to create laws to protect farm workers and to improve their lives. He brought attention to the farm workers' problems by organizing peaceful marches, strikes, and boycotts. Discuss these concepts as necessary to facilitate comprehension. He also fasted (did not eat) to bring attention to the use of harmful pesticides. As a result, laws were created to make certain pesticides illegal. This helped protect farm worker's health. César E. Chávez knew the power of nonviolence. His nonviolent ways helped to bring dignity and respect to people everywhere.

Change occurs in society through many different efforts and strategies. When solutions to problems upset people who are powerful, change is very difficult and easy ways of making change do not work. César wanted to make changes in society that challenged people who were powerful. Simple solutions did not work, so César had to think of new ways to bring about change. Explain to students that many other solutions are usually tried before people march, strike, boycott, or fast. Because each of these solutions is very costly in time and money and can lead to much personal sacrifice, they are usually some of the last ways people use to gain public attention and a possible solution. César did not hesitate to march, strike, boycott, or fast to bring about change when easy solutions did not work. César experienced many personal sacrifices to bring dignity and respect to people.

Ask students, why would people want to march, strike, boycott, or fast? What other ways could César have used to bring about change? Explain to students that many people would use violence to make change, but César's methods were nonviolent.

Ask students what they do to make change occur in their homes and at school? How do they get people to pay attention to what they would like to change?

Have students make a list of things they think César Chávez tried before he organized marches, strikes, boycotts, or his fasts in an effort to make change.

Peaceful marches: Ask students to think of a situation where a peaceful march might bring attention to a problem. Ask students what they think they might have to do to

making signs, having someone act as a spokesperson to talk to the news and the public, and having information available to hand out to people.) Ask students what they would do if people did not like that they were marching.

Show a picture of peaceful marchers and have students try to identify why they were marching.

Integrating Language:
Role-play
Listening
Shared reading
Discussion

Enrichment:
Ask students to draw a picture of farm workers before the work of César E. Chávez and a picture of farm workers after the work of César E. Chávez. Have them dictate or write a sentence for each picture.

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Planting strawberries with a homemade tool similar to a short handled hoe. Santa Maria Valley. 1971
Photo by: Manuel Echavaria

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Lesson Title:
The Memory of César E. Chávez

Grade Level:
Kindergarten, Lesson 5

Unit of Study:
Working Together: Exploring, Creating, and Communicating

History-Social Science Standard:
K.1 Students understand that being a good citizen involves acting in certain ways.

K.6 Students understand that history relates to events, people, and places of other times.

K.6.1 Identify the purpose of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King, Jr. Day, Labor Day, Columbus Day, Veterans Day).

Correlation to K-8 California Adopted Textbooks:
Harcourt Brace: *My World and Me*. Unit 3: I Know Who Takes Care of me. Lesson 7. Unit 5: I Know About Changes. Lesson 7.

McGraw-Hill: *Here I Am*. Unit 5: Hooray for Special Days.

Setting the Context:
On August 18, 2000, California Governor Gray Davis signed Senate Bill 984 and created a new holiday honoring César E. Chávez. This commemorative holiday honors the life and work of a great man whose life story reminds us of the courage and sacrifice that is necessary in order to change the world.

César E. Chávez Day of Service and Learning is a day when we honor the memory and spirit of Chávez. Children who serve in the community learn that they can create change. By personally taking action to better our world, we remember and honor this American hero.

Focus Question:
What can we do to better the world?

Expected Learning Outcomes:
Students will plan and complete a service learning project.

Assessment:
Students will reflect on the service learning project through a drawing or by explaining what they learned in a video taped interview.

Key Concepts:
interdependence
learning, cooperation/working together, exploration, working

Essential Vocabulary:
project

Primary Sources:
Photograph
Quote

Visuals:
Photographs
Artwork

Procedure

Motivation:
Display a photograph or portrait of César E. Chávez (see biography) and the following quote by Chávez: "You are never strong enough that you don't need help." Tell students that César E. Chávez was famous for many great speeches and quotes. What do you think he meant by this quote? Discuss the quote for meaning and ask students their opinion of this quote.

Making Connections:
Lead a discussion about a time when you needed help from others. Ask students to share a time when they needed help too. All humans need help at one time or another. Helping one another makes a community strong and a nice place to live.

Vocabulary Activity:
Introduce the word *project* to students. Ask students what they think of when they hear this word. Tell students that a project is a planned, organized task. Use examples of classroom projects recently completed. Tell students that, to honor César E. Chávez, they are going to plan and complete a project to help others.

Guided Instruction:
The following steps are suggested for planning and completing a class service learning project:

1) Select a Problem
   Discuss problems or needs that you see or know about at school or in the community. Make a list and choose one problem to focus on. To help you decide, ask the following questions: Which problem affects your school or community most? Which would be most interesting to work on? Which could be easiest to work on? Which would you learn the most from?

2) Learn about the Problem
Try to find out as much as you can about these questions: What causes the problem? What are its effects on the community? What is being done about the problem? Who is working on the problem or is interested in it? To find answers, try using the library, talking to community members or school personnel, invite in experts to talk to the class.

3) Decide on an Action Project
Think of project ideas that would address the problem the class has chosen. Make a list. Think about time, materials, and resources. Select the most suitable project as a class.

4) Plan the Project
Select a name for your project. Describe the problem with a single sentence. Record what you know about the problem – causes and effects. Describe the goal with a single sentence. Describe your project in two or three sentences. Make list of groups or individuals in the school or community who might help you with your project. Write down the steps of your plan. Explain how the project will work. Think of everything that needs to be done and break the steps down into tasks. Set a deadline for each task. Document the work by using a camera, video camera, tape recorder, or a journal.

5) Do the Project

6) Reflect on the Project
Have students reflect on the project by writing or drawing in a journal. Ask them if they felt the project was a success. Why or why not? Also discuss how well the class worked together and what you learned as an individual.

Possible project ideas for young children:

A) Do a history of your school or community. Interview administrators, teachers, parents, former students, and long-time community members. Give the history to the school library or local historical society.

B) "Adopt" grandparents at a convalescent home or senior center: lunch with the elderly, display artwork, write letters, and so forth. Involve the new friends in your studies on historical events. Invite them to school performances.

C) Help the environment. Keep an adopted wall free of graffiti. Plant and care for trees on campus or gardens near by. Encourage neighborhood planting with posters. Sell seed packets as a fund-raiser or collect aluminum cans. Use the money to help a local charity. Recycle cans, bottles, paper, or plastic. Find out where the items go. Recycle paper and other items for junk art that you can display in public places. Make a class waste reduction plan: use the backs of paper, turn out lights, and so forth.

D) Help the homeless. Collect hygiene items including toothpaste, soap, and shampoo. Schedule a canned food drive during a non-holiday month. Grow a school garden and donate the crop.

E) Help a local hospital. Design holiday cards for hospital patients.

F) Help the disabled. Paint handicapped parking spaces in the school lot. Be buddies for special-needs students at school.

G) Help your school. Adopt a portion of the grounds and keep it litter-free. Paint a mural. Plant flowers. Begin a Citizen Appreciation Day and celebrate volunteers at the school. Sponsor school staff and teacher appreciation activities. Develop a school creed or service slogans.

Integrating Language:
Listening
Speaking
Shared Reading
Class charts

Enrichment:
Document the Service Learning Project and make a presentation to parents, community organizations, school board or city council.
Learn and perform the folk song "De Colores."
The song is performed on the web at:
http://chavez.scientech.com/Teachers/Lessons/Resources/Audio/De%20Colores_8m_J1.mp3
The words are attached to this document or are on the web at:
http://chavez.scientech.com/teachers/Lessons/resources/documents/5_UFW_Songs.pdf

Service Learning:
The entire lesson is dedicated to a Service Learning project.

De Colores

~~HIMNO DE CURSILLOS~~

De Colores, de colores
Se visten los campos en la primavera.

De colores, de colores
Son los pajaritos que vienen de afuera.

De colores, de colores
Es el arco iris que vemos lucir
Y por eso los grandes amores
De muchos colores me gustan a mi.

Y por eso los grandes amores
De muchos colores me gustan a mi.

Canta el gallo, canta el gallo
Con el ki ri ki ri ki ri ki ri ki ri

La gallina, la gallina
con el ka ra ka ra ka ra ka ra ka ra

Los polluelos, los polluelos
con el pio pio pio pi

Y por eso los grandes amores
De muchos colores me gustan a mi.

Y por eso los grandes amores
De muchos colores me gustan a mi.

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An American Hero
The Biography of César E. Chávez

Photo copyright © Jocelyn Sherman

César E. Chávez was a good man who dedicated his life to helping others.

César was born to parents who taught him important ideas about hard work, the importance of education, and respect.

As a young boy, César worked on his family's farm feeding and watering the animals, collecting eggs, and bringing water to the house.

César's parents thought school was important. School was hard for César because the teachers only spoke English and César did not understand English. César thought some teachers were mean because they would punish him when he spoke Spanish. César learned to read English in school and he learned to read Spanish from his

uncles.

César's parents were very strict and taught him and his sisters and brothers to show respect to others.

His parents also taught him that it was important to help others. César and his family often helped his uncles, aunts, and cousins by giving them food when they had little to eat.

Photo Courtesy of César E. Chávez Foundation

César and his sister are standing outside their home.

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Photo Courtesy of César E. Chávez Foundation

César and his sister are dressed for their First Holy Communion.

César's grandmother, Mama Tella, taught him about the importance of their religious faith and to have a strong belief in God. When César grew up, he would remember and practice what his grandmother had taught him. For César, religion was a most beautiful thing.

Photo Copyright © Manuel Echavaria

In 1975, this farm worker family is eating lunch along side the fields in the Santa Maria Valley in the shade of their van because there is no other shade available.

When César was ten years old, his family's home was taken away from them because they did not have enough money.

César's family moved to California to find work. They began working on farms picking fruits and vegetables. César's family would move from farm to farm looking for work, just like many other families who also lost their homes.

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César's family moved often. Moving did not bother César, or his sisters and brothers too much because their parents loved them and because they were always happy to be together as a family.

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Photo Courtesy of César E. Chávez Foundation

César and his brothers and sisters in front of the family car

Working on the farms was very difficult. Farm workers like the Chávez family would very long hours. They often had few bathrooms and little clean water to drink. Farm workers suffered a lot and they were not treated with respect or dignity.

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Photo Copyright © Manuel Echavaria

These farm workers are picking chili at Santa Maria in 1971.

César's family worked very hard on the farms, but they made very little money. Everyone in the family had to work, even the children. To make things worse, sometimes the men in charge of the farm workers would cheat and steal money from the farm workers, including César's family. These men would often run away so they would not get caught.

César's family had very little money and many times they did not have enough food to eat. César and his family never thought of themselves as being poor. César's mother would often tell César and his brother Richard to find homeless and hungry men so she could cook them a meal.

Photo by Cris Sanchez, Courtesy of United Farm Workers

In a migrant farm worker camp, the ladies are visiting while their laundry dries on the clothesline strung between their houses.

When César was a teenager, he and his older sister Rita would help other farm workers and neighbors by driving them to the hospital to see a doctor. Without César's and his sister's help, these people would have had a very

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difficult time getting a doctor's help.

The people César helped often wanted to give him a little bit of money to pay for gas and for his help. César never took any of their money because his mother would have been mad at him. She used to say, "You always have to help the needy, and God will help you."

Photo Courtesy of César E. Chávez Foundation

César in his U.S. Navy uniform.

A few years later, César volunteered to serve in the United States Navy. César, like many American men and

women, served in the military to fight for freedom and to protect the people of the United States.

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Photo Courtesy of César E. Chávez Foundation

César and his wife, Helen, posed for their picture by the seashore.

After two years in the Navy, César returned home and married his girlfriend, Helen. After a short time, they moved to San Jose, California and began a family.

Life changed for César when he met a man named Fred Ross. Fred Ross believed that if people worked together they could make their community better. Fred Ross hired

César to work for him in the Community Service Organization.

The Community Service Organization worked to help people. César now worked to bring people together to identify problems and find ways to solve their problems. Many problems were not solved because community leaders did not respect all people.

César, Fred Ross, and the Community Service Organization helped people in the community learn how to vote. They also taught people that community leaders respected voters. Community leaders worked harder to solve the problems of voters. César worked in many communities in California to help people gain the respect they deserved.

Photo Courtesy of César E. Chávez Foundation

César and other people from the Community Service Organization are getting ready to try to get the farm workers to vote.

After helping many people gain the respect of community leaders, César left the Community Service Organization to help farm workers gain the respect and dignity they deserved.

César started the National Farm Worker Association to help improve the working conditions of farm workers. African Americans, Filipinos, white Americans, Mexican Americans and Mexicans, and men and women of all backgrounds joined César.

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Photo by Cris Sanchez

In a migrant farm worker camp, the ladies are visiting while their laundry dries on the clothesline strung between their houses.

César and the farm workers wanted the companies and growers that owned the farms to respect farm workers by providing them with fresh water to drink, bathrooms in the fields, and fair pay for a day's work.

The companies and growers refused to treat the farm workers with respect and dignity. The growers did everything they could to stop César and the farm workers. They even turned to violence and hurt many farm workers and people who helped the farm workers.

This made César very upset.

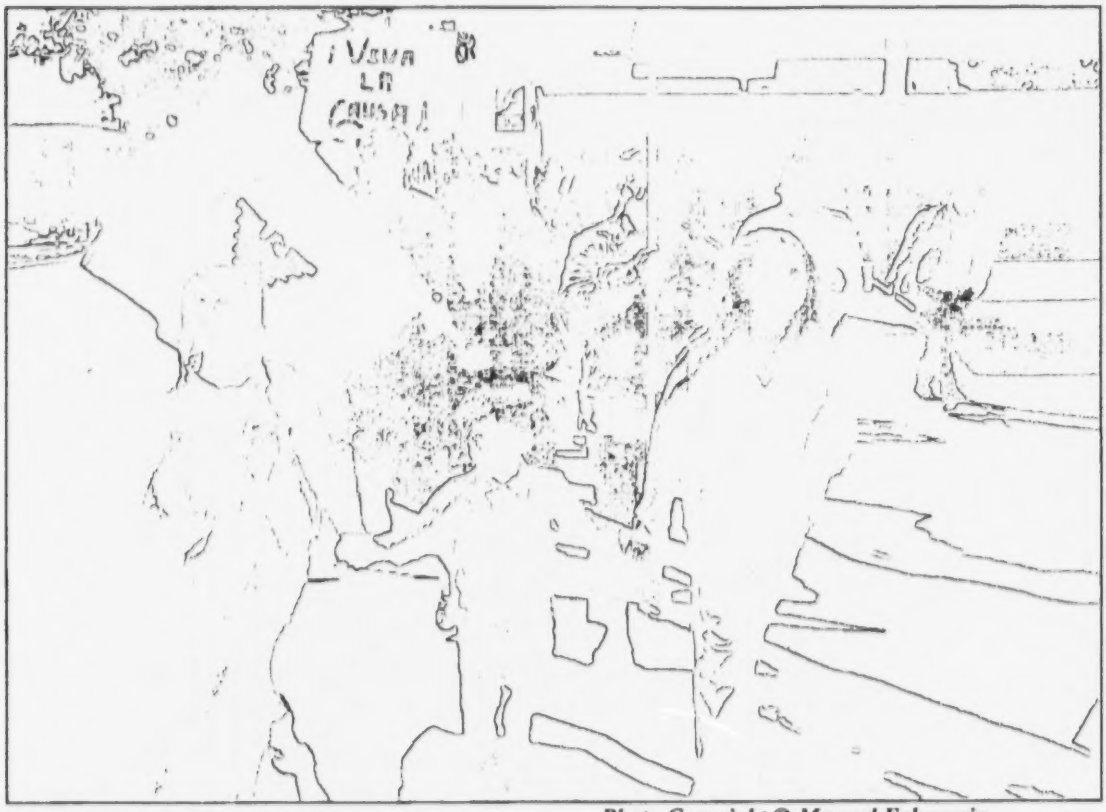

Photo Copyright © Manuel Echavaria

People of all ages marched to Preisker Park while participating in a demonstration in 1972.

César did not believe in violence. Like Martin Luther King, César wanted to bring change in a nonviolent way. Many people came to help César. Many people supported César because he believed in nonviolence. Like César, they also believed that farm workers deserved better treatment, respect, dignity, justice, and fairness.

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Photo Courtesy of United Farm Workers

César is signing an important agreement while many union supporters watch with reporters from radio stations and newspapers.

César worked hard. He suffered and sacrificed a lot to make farm workers' lives better

After five years, some growers in California agreed with César and started to provide farm workers with fresh water to drink, bathrooms, and better pay. César, the farm workers, and their friends won, making farm worker's lives better.

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Photo Copyright © Jocelyn Sherman

César marching again with many supporters.

César dedicated the rest of his life to making the world a better place and to serving others. He continued to work to bring respect, dignity, justice, and fair treatment to the poor, to farm workers, and to people everywhere.

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Photo Copyright © Jocelyn Sherman

Many people came to César's funeral.

César died on April 23, 1993. He was sixty-six years old. People all over the world remember César E. Chávez as a man of courage who fought to improve the lives of all people.

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Photo Courtesy of the César E. Chávez Foundation

César E. Chávez is an American hero.
His legacy lives on!

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